



Comet Bay College

ANNUAL REPORT 2022



COMET BAY COLLEGE



I commend the 2022 Annual Report to the Comet Bay College Education Community.

Principal's message

It gives me great pleasure to present our Annual Report for 2022, sharing with you our successes and highlights for the year. We were of course all impacted by COVID which brought us a few challenges, but I am proud of how our community remained resilient and continued to focus on Teaching and Learning.

Despite the interruptions caused by the pandemic our Year 12 cohort surpassed the previous cohorts ATAR results, demonstrating their hard work and the dedication of our staff to support them with their studies.

This report celebrates the outstanding achievements of our students.

2022 was my first full year as Principal at Comet Bay and it is the second year of our Business Plan. Whilst we continue to work on achieving our targets and it is important to acknowledge our academic metrics, it is equally important to celebrate the social, emotional support and extra-curricular offerings that we provide to enrich the lives of our students and broaden their minds.

I commend this report to our community and hope that it accurately reflects the positive contributions our college and community makes to the lives of our students.

Our points of difference

2022 Year 12 ATAR results have broken records once again! All students achieved an ATAR of at least 67, with seven students achieving a score of more than 95. The median ATAR – a measure traditionally used to rank schools – was our best ever at 87.5. This is a result of a concerted effort by all ATAR teachers, support from the Student Support Team, one-on-one coaching by teacher mentors, specific support for struggling students and after-school tuition made available by dedicated staff for the outstanding results.

Our College *Vocational Education and Training Program* provided numerous alternative university pathways, including university preparation units and nursing and teaching courses, enabling many students access to tertiary education. The STEP Program is setting new standards in effective secondary pathways with 21% of our Year 12 cohort (36 students) achieving a Certificate IV as a part of their WACE. A further 36 students achieved a Certificate III and 78 students achieved a Certificate II.

We offer a leading selective entry, Approved Specialist, AFL Program, catering for AFL and AFLW candidates from the South Metro region. There is also a system-leading, selective entry, STEM Academy Program that builds upon student strengths in STEM spaces and prepares them for careers in Professional and Para-professional roles. These programs integrate with all of the other College offerings, allowing students to specialize, while also experiencing a diverse range of subjects.

Developed in house by our dedicated staff our *Resilience, Emotional Awareness, Careers and Health* (REACH) program is integrated into the timetables of students across years 7 to 9 for two hours a week of social/emotional, health and career focused formal education. Our intent for this program is to support the development of the 'whole student' providing them with vital skills needed to be successful at school and beyond.

As a leader, I look forward to the continued progress of the College in 2023 as our staff further innovate classroom practice and build upon the strong foundations of our programs, continuing to focus on providing a high quality, high care educational environment for all our students.



Our Vision

To 'seek excellence' in all that we do.

We will:

- Promote equity and excellence
- Ensure that all students become successful learners, confident and creative individuals, and active and informed citizens
- Build the capacity of the 'whole child' to meet their academic as well as social and emotional developmental needs

OUR SCHOOL

Comet Bay College is a large, modern, state of the art educational facility catering for students in Years 7- 12, located in the coastal suburb of Secret Harbour in the South Metropolitan Region.

The College became an Independent Public School in 2012, and underwent its latest Independent Review in March 2021, receiving overwhelmingly positive feedback and commendations in the areas of student learning, quality of the learning environment and sustainability.

The College is part of the Comet Bay Professional Learning Community (CBPLC) which also comprises Comet Bay Primary School, Golden Bay Primary School and Secret Harbour Primary School.

OUR BUSINESS PLAN

The Business Plan references and implements the Department of Education Corporate Framework including the Strategic Plan for WA Schools and the Director General's Classroom First Strategy. The plan outlines an overview of the strategic intent of the College towards quality improvement targets within academic and non-academic areas.

It has been informed by school performance data; student, staff and community feedback, and findings from the Independent Public School Review. The plan forms part of a suite of documents including annual Operational Plans, Learning Area Plans, Annual Report, Workforce Plan and the Delivery and Performance Agreement.

OUR SELF-ASSESSMENT

As part of the 'Comet Bay Way' we utilise rigorous self-assessment to make judgements about where we are at on our improvement journey, to set goals and design strategies for improvement, and to monitor and demonstrate improvement over time. Our four focus areas are explicitly aligned to "Seek Excellence" in **Student Achievement, Teaching and Leadership, Positive School Culture and Wellbeing, and Partnerships**

The College continues to build a thriving coaching culture where there is a collective shared responsibility for maximising the potential of all. We utilise a growth coaching model for achieving systematic progress and as a framework for the development and review of all layers of school planning and assessment.

Successful students are at the core of our school improvement, with both academic, and social and emotional standards the central focus. All operations at Comet Bay College are ultimately evaluated in relation to their impact on student achievement and progress.

Glossary

ACER - Australian Council for Educational Research

AIIP - Advanced Instructional Intelligence Program

ATAR - Australian Tertiary Admission Rank

CBPLC - Comet Bay Professional Learning Community

CMS - Classroom Management Strategies

Enrichment - Students requiring additional targeted support in literacy and numeracy

ESAT - Electronic Self Assessment Tool

Extension - Courses requiring greater Academic rigor and a goal of ATAR

GAT - Gifted and Talented

GERRIC - Gifted Education Research Resource and Information Centre

GROWTH - Goals, Reality, Opportunities, Will, Tactics, Habits

MESH - Mathematics, English, Science, Humanities and Social Sciences

NAPLAN - National Assessment Program in Literacy and Numeracy

NSOS - National School Opinion Survey

OLNA - Online Literacy and Numeracy Assessment

PROPELL - Providing Real Opportunities for Professional, Education, Learning and Leadership

REACH - Resilience, Emotional Awareness, Careers and Health

STEM - Science, Technology, Engineering and Mathematics

VET - Vocational Education and Training

WACE - Western Australian Certificate of Education

2021 – 2023 Business Plan Data Targets

1. Seek Excellence in Student Achievement

NAPLAN

1. NAPLAN progress from Years 7-9 is at or above 'like schools' in all test areas.
2. Increase the percentage of Year 9 students across Bands 8-10 to 45% for all test areas.
3. The percentage of students achieving Band 8 or above in Writing increases from the 2019 results.
4. Decrease the percentage of Year 7 and 9 students below the National Minimum Standard to 10% or below in Writing.
5. Intervention Program students make Moderate or Higher Progress in matched NAPLAN assessments.

OLNA

6. 95% of Year 12 students to achieve OLNA requirement in Reading, Writing and Numeracy.

Year 7-10 Student Achievement

7. GAT: 95% of students to achieve an A or B learning area grade in MESH.
8. Extension: 70% of students to achieve an A or B learning area grade in MESH.
9. Mainstream: 55% of students to achieve a C learning area grade in MESH.
10. Enrichment: All students demonstrate annual progress against baseline on-entry test data.
11. Increase the percentage of A and B grades in non-MESH learning areas over the life of the Business Plan.
12. Decrease the percentage of students at D or E grade to 15% or less in all learning areas by the end of the cycle.

Year 11-12 Student Achievement

13. 45% of students eligible for university entrance.
14. Improve the overall median ATAR to 78 or above.
15. 20% or more of students achieve one or more scaled scores of 75+ in ATAR.
16. 40% of students will achieve a Certificate III or higher by the end of Year 12.
17. WACE Achievement will be 95%.
18. Higher percentage of A and B grades in General Courses in Year 12 compared to WA Public Schools.
19. Lower percentage of D and E grades in General Courses in Year 12 compared to WA Public Schools.

2. Seek Excellence in Teaching and Leadership

Professional Learning

20. Increase the number of teaching staff trained in the AIIP to a minimum of 85.
21. Increase the number of teaching staff trained in CMS Foundation Program to a minimum of 90.
22. All GAT and Extension teaching staff to have completed the GERRIC professional learning modules.
23. 90% of Education Assistants will participate in targeted professional learning programs.
24. Staff member to be identified and trained as a CMS Coaching Accredited Teacher.

Leadership Development

25. Increase the number of Level 3 Classroom Teachers to 10 or more.
26. Deans to undertake a targeted collaborative coaching program to support their teaching staff to participate in the ACT Program.

Implementation of Teaching and Instructional Initiatives

- 27. All teaching staff will undertake collaborative coaching through the ACT Program as part of Performance and Development.
- 28. All teaching staff will engage with work of WSLC through inclusion of literacy strategies in planning and instructional delivery.
- 29. All teaching staff will engage with the implementation of the Comet Bay College instructional model through planning and classroom delivery.

3. Seek Excellence in College Culture and Learning Environment

Learning Environment

- 30. Full implementation of the STEM Academy across years 7-9.
- 31. Attain Specialist Program status for STEM Academy.
- 32. All year 7-12 students will engage with targeted Career Development education programs.
- 33. National School Opinion Survey (NSOS) student/staff/parent data indicates a level of satisfaction on the measurement scale at or above 4.0 on buildings and grounds maintenance.

College Culture

- 34. NSOS student/staff/parent data indicates a level of satisfaction on the measurement scale at or above 4.0 across all attributes.
- 35. REACH pre and post-test longitudinal data demonstrates improvement in all survey areas.

Student Engagement

- 36. Increase the percentage of students achieving 'consistently' in attribute data in formal reporting across all learning areas.
- 37. NSOS data indicates a level of engagement on the measurement scale at or above 4.0.

Student Attendance

- 38. Increase the attendance rate to 90% or above.
- 39. 10% or less of students in the 60-80% attendance category.
- 40. 4% or less of students in the 0-60% attendance category.

Culturally Responsive College

- 41. Based on audit findings, the College will demonstrate progress along the continuum of performance descriptors for each dimension of the Aboriginal Cultural Standards Framework (ACSF).

4. Seek Excellence in Partnerships

Parents and Community

- 42. 80% of parents engage in the use of Connect to monitor their child's progress.
- 43. NSOS student/staff/parent survey data indicates a level of satisfaction on the measurement scale at or above 4.0 regarding the strength of relationship with the local community.
- 44. All College Board members will have completed School Board Training.

CBPLC and Networks

- 45. Achieve all relevant targets according to CBPLC Business Plan 2021-2023.

Industry Partnerships

- 46. Increase the number of formalised industry partnerships that value add to school-based programs.

Seek Excellence in Student Achievement

NAPLAN

NAPLAN

1. NAPLAN progress from Years 7-9 is at or above 'like schools' in all test areas.

Year 7-9 Progress tracking is not possible for this cohort as the year 9 students did not sit NAPLAN in 2020 due to COVID-19. However, year 9 results are within the parameters expected and track similarly to "like schools" for 2022 performance.

2. Increase the percentage of Year 9 students across Bands 8-10 to 45% for all test areas.

In all test areas, student performance for year 9 students reflects that approximately 40% of students achieved Band 8-10 in all test areas. In Reading 45% of students did achieve Bands 8-10.

3. The percentage of students achieving Band 8 or above in Writing increases from the 2019 results.

There was a significant increase in students achieving Band 8 or above in Writing, moving from 37% of students in 2019 to 42% of students in 2022. This improvement was made primarily by targeting students in Bands 6 and 7 through targeted interventions.

4. Decrease the percentage of Year 7 and 9 students below the National Minimum Standard to less than 10% in Writing.

This was achieved for both year 7 and 9 students. Intervention programs to support reading and writing development appear to show gains in students' performance.

5. Intervention Program students make Moderate or Higher Progress in matched NAPLAN assessments.

Progress tracking has not been possible for this cohort as they have not sat the assessments in 2020. However, analysis of these students has demonstrated considerable gains on results from year 5.

NAPLAN Proficiency Bands - 2022

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Year 7

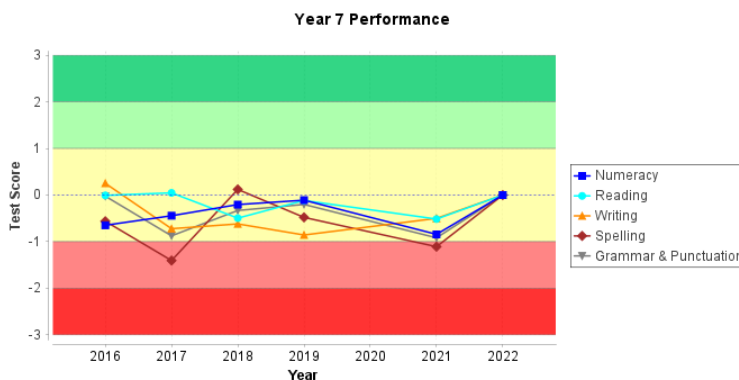
Band	School					Like Schools					WA Public Schools				
	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
9 to 10	9%	6%	3%	4%	5%	8%	5%	3%	6%	5%	13%	8%	6%	11%	9%
8	19%	14%	14%	21%	10%	17%	15%	14%	23%	14%	18%	17%	17%	23%	13%
7	29%	29%	21%	29%	28%	27%	32%	25%	28%	25%	26%	29%	25%	26%	24%
6	24%	29%	35%	26%	31%	24%	30%	32%	24%	31%	22%	27%	26%	21%	26%
5	14%	15%	18%	18%	16%	15%	13%	18%	12%	16%	13%	12%	17%	11%	15%
1 to 4	6%	6%	10%	3%	7%	8%	6%	9%	6%	9%	9%	7%	10%	8%	11%

Year 9

Band	School					Like Schools					WA Public Schools				
	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
10	3%	4%	5%	2%	8%	3%	3%	3%	2%	6%	8%	6%	6%	4%	10%
9	14%	11%	10%	13%	11%	13%	13%	8%	12%	11%	16%	17%	10%	15%	14%
8	28%	30%	27%	25%	24%	34%	29%	25%	33%	25%	29%	28%	25%	31%	23%
7	40%	35%	28%	36%	27%	35%	32%	29%	35%	30%	30%	27%	25%	30%	25%
6	14%	14%	21%	16%	21%	13%	15%	23%	13%	17%	14%	13%	19%	12%	16%
1 to 5	1%	6%	9%	7%	9%	2%	8%	12%	6%	11%	3%	9%	14%	8%	13%

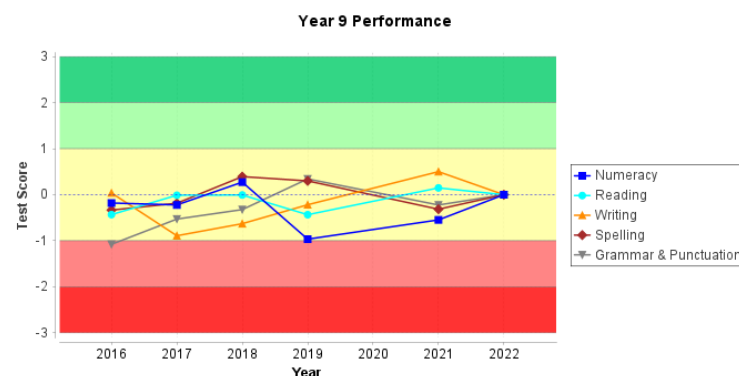
Comparative NAPLAN Performance

Year 7	Performance					
	2016	2017	2018	2019	2021	2022
Numeracy	-0.6	-0.4	-0.2	-0.1	-0.8	0.0
Reading	0.0	0.0	0.5	-0.1	-0.5	0.0
Writing	0.3	-0.7	-0.6	-0.9	-0.5	0.0
Spelling	-0.6	-1.4	0.1	-0.5	-1.1	-0.0
Grammar & Punctuation	0.0	-0.9	-0.3	-0.2	-0.9	-0.0



Comparative NAPLAN Performance

Year 9	Performance					
	2016	2017	2018	2019	2021	2022
Numeracy	-0.2	-0.2	0.3	-1.0	-0.5	0.0
Reading	-0.4	0.0	0.0	-0.4	0.1	0.0
Writing	0.0	-0.9	-0.6	-0.2	0.5	0.0
Spelling	-0.3	-0.2	0.4	0.3	-0.3	0.0
Grammar & Punctuation	-1.1	-0.5	-0.3	0.3	-0.2	0.0



Above expected – more than one standard deviation above the predicted school mean

Expected – within one standard deviation of the predicted school mean

Below expected – more than one standard deviation below the predicted school mean

If blank, then no data or number of students is less than 6

NAPLAN Proficiency bands – Longitudinal study

Above National Minimum Standard

At National Minimum Standard

Below National Minimum Standard

Year 7

Band	Numeracy			Reading			Writing			Spelling			Grammar & Punctuation		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
10	10%	11%	9%	6%	6%	3%	1%	4%	3%	6%	5%	4%	6%	8%	5%
9	16%	19%	19%	14%	14%	16%	8%	15%	14%	16%	19%	21%	12%	10%	10%
8	27%	23%	29%	29%	28%	31%	20%	24%	21%	25%	31%	29%	26%	21%	28%
7	28%	29%	24%	29%	30%	33%	33%	31%	35%	32%	24%	26%	28%	31%	31%
6	12%	12%	14%	15%	15%	12%	27%	18%	18%	13%	14%	18%	20%	19%	16%
1 to 5	7%	7%	6%	6%	8%	4%	11%	8%	10%	7%	8%	3%	8%	11%	9%

Year 9

Band	Numeracy			Reading			Writing			Spelling			Grammar & Punctuation		
	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022	2019	2021	2022
10	2%	5%	3%	3%	5%	4%	2%	2%	5%	1%	2%	2%	3%	3%	8%
9	14%	13%	14%	13%	12%	11%	11%	7%	10%	11%	10%	13%	11%	12%	11%
8	31%	27%	28%	30%	30%	30%	17%	30%	27%	31%	30%	25%	22%	22%	24%
7	37%	36%	40%	33%	29%	35%	26%	25%	28%	35%	31%	36	37%	30%	27%
6	14%	16%	14%	14%	18%	14%	29%	23%	21%	17%	18%	16%	20%	19%	21%
1 to 5	1%	4%	1%	7%	6%	6%	15%	13%	9%	5%	9%	7%	7%	13%	9%

Seek Excellence in Student Achievement

OLNA

6. 95% of Year 12 students to achieve OLNA requirement in Reading, Writing and Numeracy.
94.2% of students met the Literacy and Numeracy requirements.

Year 10 Students – Qualified In			
	Year 9	Year 10	Not Qualified
2022	74	95	112
	26.3%	33.8%	39.9%
Like Schools	23.0%	38.9%	38.1%

Year 11 Students – Qualified In				
	Year 9	Year 10	Year 11	Not Qualified
2022	143	65	33	54
	48.5%	22.0%	11.2%	18.3%
Like Schools	38.5%	27.5%	10.8%	23.2%

Year 12 Students – Qualified In					
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2022	44	85	38	12	11
	23.2%	44.7%	20.0%	6.3%	5.8%
Like Schools	25.4%	41.2%	14.6%	5.3%	13.5%



Seek Excellence in Student Achievement

Year 7-10 Student Achievement

7. GAT: 95% of students to achieve an A or B learning area grade in MESH.

GAT students continue to achieve highly, and work is ongoing to ensure that teachers are simultaneously presenting work and concepts of appropriate challenge whilst grading achievement against the cohort descriptors and judging standards.

8. Extension: 70% of students to achieve an A or B learning area grade in MESH.

Student grades in extension programs appear to be below the expected range. This will need further investigation to ensure that student achievement is being assessed against the appropriate cohort descriptors and judging standards. As whilst the grade levels appear lower, the work samples and reference testing (eg NAPLAN) indicate students are working in the appropriate range. Adjustments have been made to assessment policies to ensure that these are not disadvantaging students.

9. Mainstream: 55% of students to achieve a C learning area grade in MESH.

Most students in Mainstream programs are achieving as expected. Assessment review is being undertaken in Maths to ensure that assessment processes are reflective of student capacity.

10. Enrichment: All students demonstrate annual progress against baseline on-entry test data.

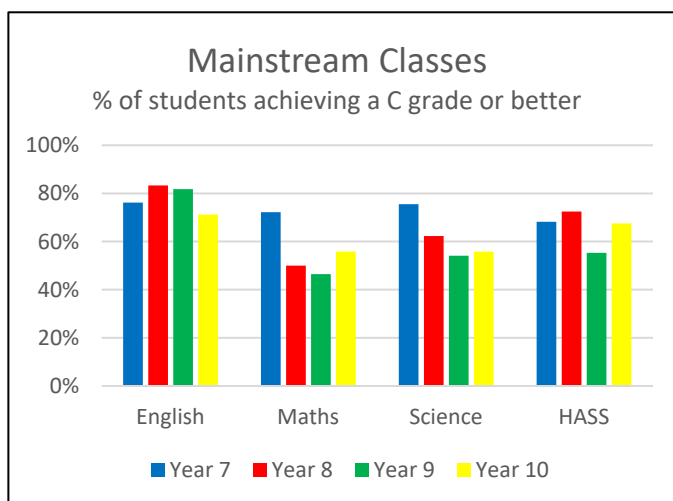
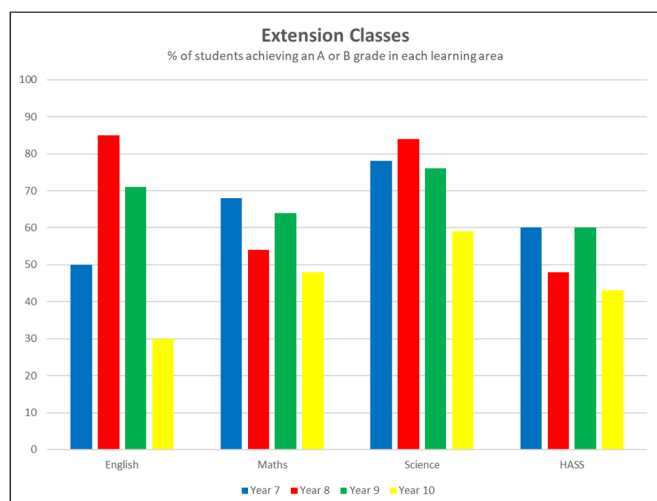
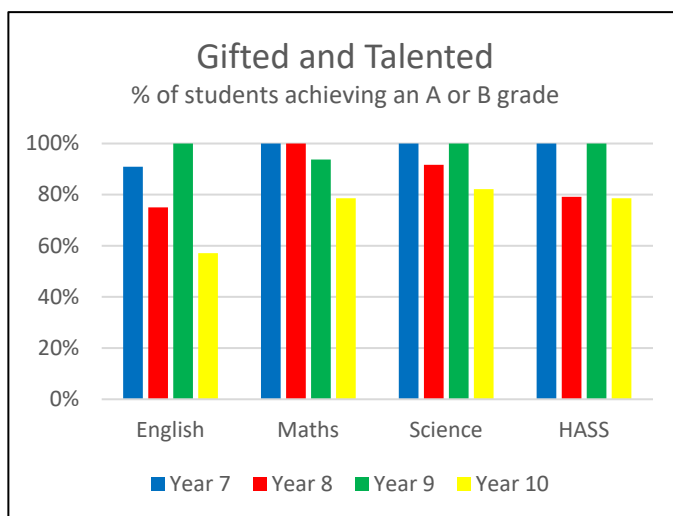
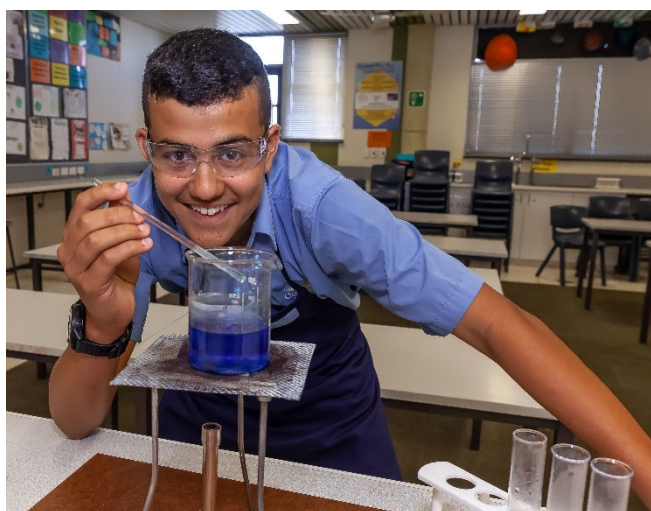
SEN reporting is used in Enrichment programs to track progress through the semester and annual reporting.

11. Increase the percentage of A and B grades in non-MESH learning areas over the life of the Business Plan.

In addition to improving instruction and engagement, assessment policies have been amended to ensure students are fairly and professionally assessed, increasing the percentage of A and B grades.

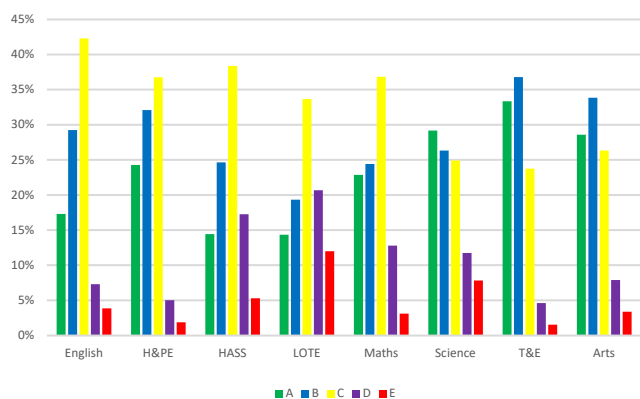
12. Decrease the percentage of students at D or E grade to 15% or less in all learning areas by the end of the cycle.

In addition to improving instruction and engagement, assessment policies have been amended to ensure students with attendance and engagement issues are still fairly and professionally assessed, reducing the percentage of D and E grades.

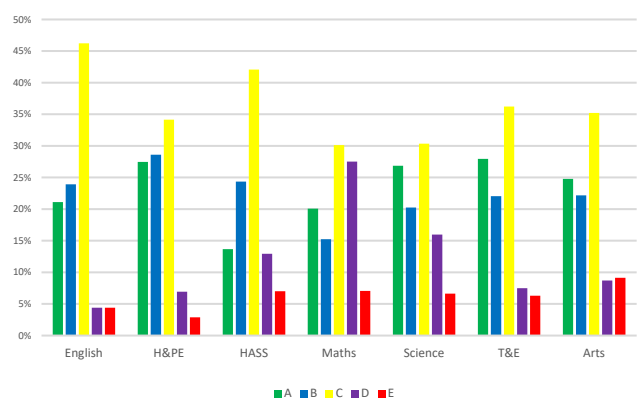


Year 7 to 10 Grade distributions across all Learning Areas

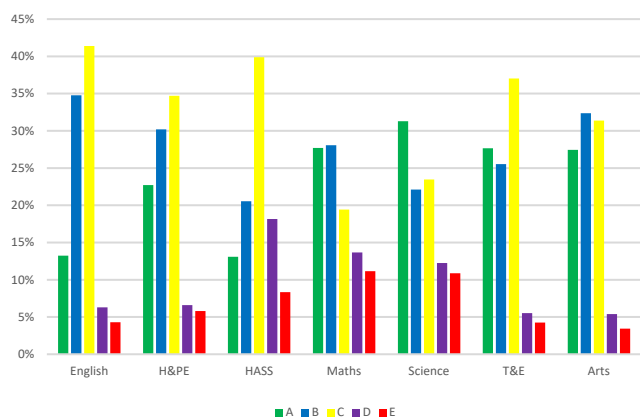
Year 7 Grade Distribution



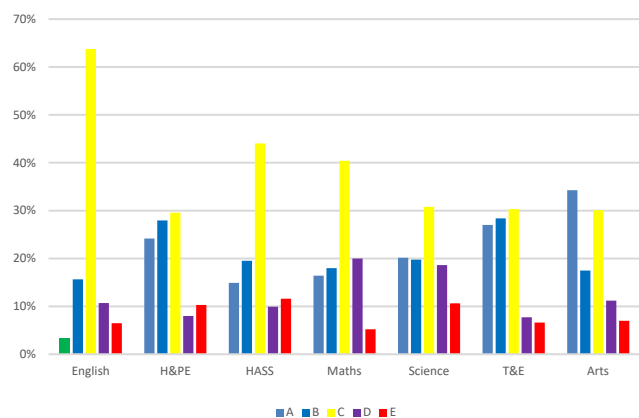
Year 8 Grade Distribution



Year 9 Grade Distribution



Year 10 Grade Distribution



Seek Excellence in Student Achievement

Year 11 – 12 Achievement

13. 45% of students eligible for university entrance.

Students choose appropriate courses to align to their capabilities. Alternative paths are sourced through pre-University entrance programs and Certificate IVs as well as the direct ATAR entry pathway. This has enabled such a high proportion of University eligibility.

14. Improve the overall median ATAR to 78 or above.

The ATAR median has consistently improved due to outstanding and experienced ATAR teaching, extensive pathway counselling, support for struggling students, after school, tutoring, intensive revision and one on one mentoring.

15. 20% or more of students achieve one or more scaled scores of 75+ in ATAR.

Ensuring the highest achieving students reach to their potential has been identified as an issue in earlier years which through targeted PL has ensured this target has been easily met.

16. 40% of students will achieve a Certificate III or higher by the end of Year 12.

The extensive VET program with 2 days at TAFE and workplacement, together with a unique one day off site access to external qualification at RTO has enabled access to an array of Cert III and IV qualifications, with subsequently the most achieved in the state.

17. WACE Achievement will be 95%.

After the initial decline since the introduction of OLNA, the WACE achievement rate has improved significantly. This is due to intensive OLNA support program, in addition to targeted SAER tracking for all students at risk not achieving WACE.

18. Higher percentage of A and B grades in General Courses in Year 12 compared to WA Public Schools.

Through the AIP program staff have been skilled at ensuring enhanced instruction and providing relevant and engaging curriculum to improve attainment of A's and B's for year 12.

19. Lower percentage of D and E grades in General Courses in Year 12 compared to WA Public Schools.

In addition to improving instruction and engagement, assessment policies have been amended to ensure students with attendance and engagement issues are still fairly and professionally assessed, reducing the percentage of D and E grades.

School Curriculum and Standards Authority Awards: number	
Beazley Medals	0
General Exhibitions	0
Subject Exhibitions	0
Subject Certs of Excellence	2
VET Exhibitions	0
VET Certs of Excellence	0
Certs of Distinction	2
Certs of Merit	8
Total # students awarded	10
# students with 2+ awards	2
ATAR performance – count of students (% of ATAR students)	
99+	0 (0%)
90-98.95	12 (36%)
80-89.95	12 (36%)
70-79.95	6 (18%)
55-69.95	2 (6%)
<55	0 (0%)
Uni English Competency (FSS 50+)	31 (94%)

Level of highest qualification achieved (of VET enrolled students)	
Diploma	
Certificate IV	36 (21%)
Certificate III	37 (21%)
Certificate II	78 (45%)
Certificate I	
No certificate completed	23 (13%)
Students with more than one qualification (% of VET enrolments)	
3+ quals	44 (25%)
2 quals	50 (29%)
Science, Technology, Engineering and Mathematics (STEM) Participation	
>2 Course	53 (31%)
2 STEM Courses	65 (38%)
1 STEM Course	54 (31%)
>1 STEM Qualification	
1 STEM Qualification	57 (33%)
% of students enrolled in 2 or more STEM courses	69%

Median ATAR

	School	Like Schools	WA Public Schools
2019	80.9	69.4	78.3
2020	84.0	72.95	79.25
2021	84.85	74.22	80.25
2022	87.5	74.2	81.9

Overall ATAR Performance

	Relative Performance
2019	1.3
2020	1.64
2021	1.4
2022	1.67

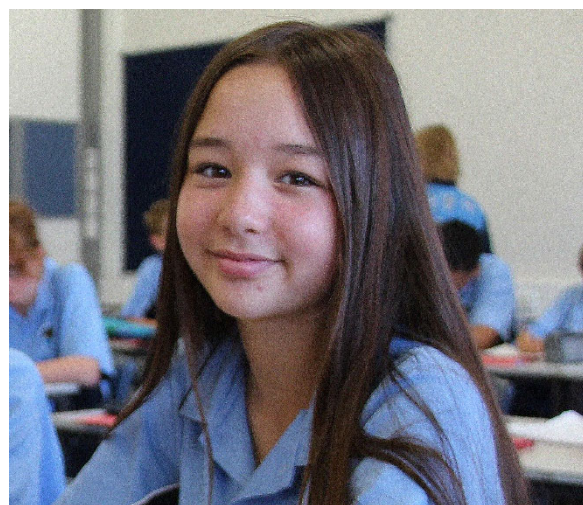
Attainment

Attainment Rate	
School	90%
Like Schools	82%
Public Schools	80%

Above expected – more than one standard deviation above the predicted school mean
Expected – within one standard deviation of the predicted school mean
Below expected – more than one standard deviation below the predicted school mean
 If blank, then no data or number of students is less than 6

WACE Examinations – Overall

	Eligible Year 12 Students	ATAR Students	% ATAR Students
2020	244	52	21%
2021	254	58	23%
2022	173	32	18%



WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2020	235	96%
2021	244	96%
2022	167	97%

Percentage of students in the TOP, MIDDLE and BOTTOM thirds of the State

STATE	ATAR Students						
	School				Like - Schools		
	2020	2021	2022		2020	2021	2022
Top 33%	37%	36%	38%		18%	17%	17%
Middle 33%	33%	46%	50%		29%	33%	30%
Bottom 33%	31%	17%	13%		53%	50%	53%

Year 12 Participation

	Eligible Year 12 Students	Number acquiring an ATAR		VET – No of students		VET – No of students completing a Cert II or higher	
2019	232	43	15%	248	79%	217	88%
2020	244	52	21%	257	78%	241	94%
2021	254	58	23%	249	79%	237	96%
2022	173	32	18%	174	61%	151	87%

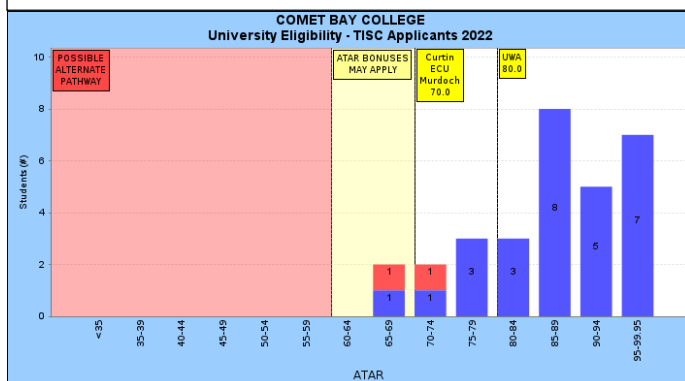
Percentage of students acquiring an ATAR achieving one or more scaled scores of 75 or more

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2019	43	14	33%
2020	52	15	29%
2021	58	19	33%
2022	32	11	34%

WACE Performance Graphs

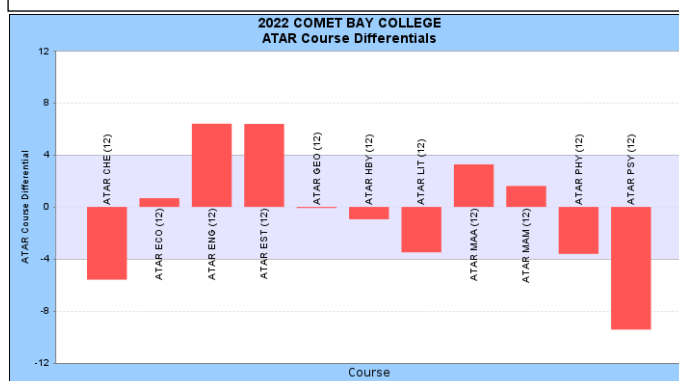
University Eligibility - TISC Applicants

Description: This graph provides the ATAR students' university eligibility arranged by ATAR. The graph only includes those students who applied for university entry through TISC using their ATAR.



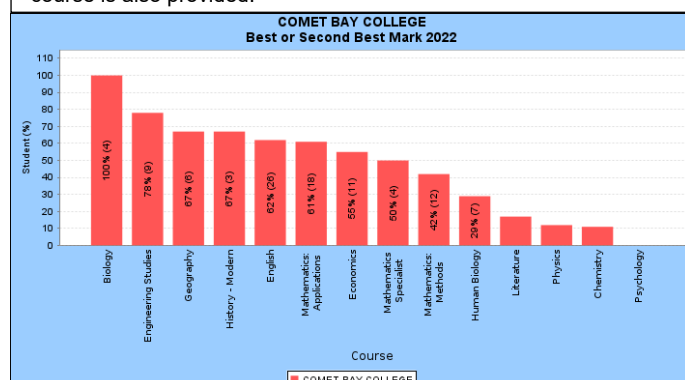
ATAR Course Differentials

Description: This graph provides the average differential for all courses offered. The differential is calculated by finding the difference between each student's final scaled score in the specified course and the average (mean) of their scores in their other ATAR courses. The mean of these differences is then calculated.



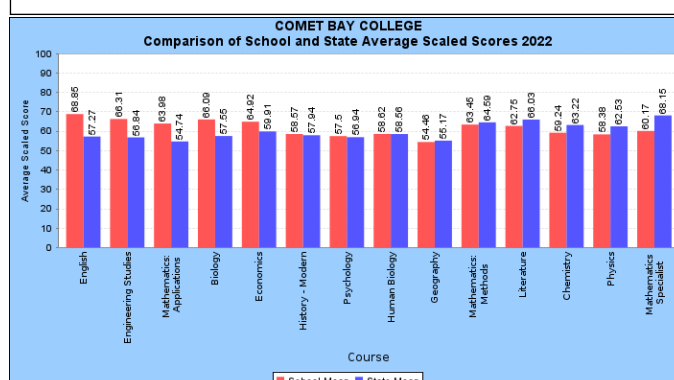
Best or Second Best Mark (Number of students in Course)

Description: This graph shows the courses where students achieved their best or second best scaled score, as a percentage of the course cohort. The overall count of students enrolled in each course is also provided.



Average Scaled Score School vs State (WA)

Description: This graph allows comparison of the school mean for each Year 12 course offered with the state mean. Mean scaled score is the mean of all students with a final scaled score in the course.



Seek Excellence in Teaching and Leadership

Professional Learning

20. Increase the number of teaching staff trained in the AIIP to a minimum of 85.

The number of teaching staff trained has been impacted by COVID. Courses over 2021 and 2022 were not completed or did not run. The program has picked up again in 2023.

21. Increase the number of teaching staff trained in CMS Foundation Program to a minimum of 90.

We currently have 65 staff who have completed the CMS Foundation course. Unfortunately, the cohort of teachers (19) that we were training in 2022 was cancelled due to the pressures on relief due to COVID in 2022.

22. All GAT and Extension teaching staff to have completed the GERRIC professional learning modules.

All GAT and Extension teachers have participated in a range of PL experiences to support the delivery of academic learning programs.

23. 90% of Education Assistants will participate in targeted professional learning programs.

All Education Assistants have been participating in appropriate and targeted professional learning programs.

24. Staff member to be identified and trained as a CMS Coaching Accredited Teacher.

We have successfully had two staff members trained as CATS and a staff member became an accredited Teacher Consultant during 2022.

Seek Excellence in Positive School Culture and Wellbeing

Leadership Development

- 25.** Increase the number of Level 3 Classroom Teachers to 10 or more.

Due to teacher transience this goal has not been achieved. There are currently 5 L3CTs on staff. Staff continue to apply and progress through the program.

- 26.** Deans to undertake a targeted collaborative coaching program to support their teaching staff to participate in the ACT Program.

All staff have been engaged with the Collaborative Coaching plan. There have been disruptions due to staffing shortages impacting the capacity of all Learning Areas to engage fully.

Implementation of Teaching and Instructional Initiatives

- 27.** All teaching staff will undertake collaborative coaching through the ACT Program as part of Performance and Development.

All staff have been engaged with the Collaborative Coaching plan. There have been disruptions due to staffing shortages impacting the capacity of all Learning Areas to engage fully.

- 28.** All teaching staff will engage with the work of the Whole School Literacy Committee through the inclusion of Literacy strategies in planning and instructional delivery.

The impact of COVID has reduced the capacity of staff to engage with committee processes. We continue to push a focus on including literacy strategies in lesson design and programming.

- 29.** All teaching staff will engage with the implementation of the Comet Bay College instructional model through planning and classroom delivery

The Comet Bay Way continues to be supported and implemented in all classrooms. Opportunities to extend learning are provided at all SDD and in Learning Area meetings.

Learning Environment

- 30.** Full implementation of the STEM Academy across years 7-9.

Good, strong Year 7, 8 and 9 classes in place, with a further 75 applications for 2023.

- 31.** Attain Specialist Program status for STEM Academy.

No longer applicable. DoE is not approving Specialist Programs.

- 32.** All year 7-12 students will engage with targeted Career Development education programs.

Career Education programs are run through REACH in Year 7 and 8. Specific Careers classes in Year 9.

- 33.** National School Opinion Survey (NSOS) student/staff/parent data indicates a level of satisfaction on the measurement scale at or above 4.0 on buildings and grounds maintenance.

The survey average is 3.5, with Parents and Staff at 3.8 and 3.9. The student response average is 2.7

College Culture

- 34.** NSOS student/staff/parent data indicates a level of satisfaction on the measurement scale at or above 4.0 across all attributes.

There is a College Culture of High Expectation, as identified with all three respondent groups averaging above 4.0

- 35.** REACH pre and post-test longitudinal data demonstrates improvement in all survey areas.

The timetable structure has change for REACH, so it is essential to view next year's data in light of the changes and review the impact those changes may have had.

Seek Excellence in Positive School Culture and Wellbeing

Student Engagement

- 36.** Increase the % of students achieving “consistently” in attribute data, in formal reporting, across all learning areas.

Unfortunately, during the period of COVID our attendance has not achieved our targets due to both sickness etc. At the end of 2022 we reviewed our processes and have made several structural and process changes which included increased resourcing and the introduction of homerooms.

- 37.** NSOS data indicates a level of engagement on the measurement scale at or above 4.0

2022 data did not follow the trend of improvement in this area. The year had so many challenges that positive engagement appeared quite difficult to maintain.

Meets deadlines

	Consistently	Often	Sometimes	Seldom	N/A
Year 7	64.4	20.3	10.7	2.9	1.6
Year 8	58.1	23.5	10.4	5.2	2.8
Year 9	56.7	23.7	12.2	4.6	2.7
Year 10	43.5	29.7	16.5	6.4	4.0
Year 11	58.6	21.6	11.7	6.5	1.6
Year 12	63.5	21.1	11.0	3.5	1.0

Is well organised

	Consistently	Often	Sometimes	Seldom	N/A
Year 7	57.1	23.3	14.5	3.7	1.5
Year 8	51.8	26.5	13.2	6.0	2.6
Year 9	54.9	24.7	12.2	5.6	2.6
Year 10	41.1	31.5	16.2	7.3	4.0
Year 11	59.7	21.2	11.2	6.2	1.6
Year 12	60.9	24.2	11.7	2.2	1.0

Works to the best of their ability

	Consistently	Often	Sometimes	Seldom	N/A
Year 7	53.8	25.1	15.7	3.9	1.5
Year 8	49.6	26.5	15.6	5.7	2.6
Year 9	51.1	27.1	14.5	4.6	2.6
Year 10	38.7	31.2	19.3	6.9	4.0
Year 11	56.2	24.9	12.5	4.7	1.7
Year 12	56.8	28.4	11.2	2.7	1.0

Behaves appropriately

	Consistently	Often	Sometimes	Seldom	N/A
Year 7	65.5	22.2	8.9	2.0	1.5
Year 8	61.1	23.4	10.7	2.4	2.5
Year 9	64.3	21.6	8.9	2.5	2.7
Year 10	57.4	27.1	9.2	2.4	3.9
Year 11	75.3	15.2	6.3	1.5	1.7
Year 12	78.4	17.1	2.7	0.9	1.0

Works well with others

	Consistently	Often	Sometimes	Seldom	N/A
Year 7	70.0	16.7	9.5	2.3	1.5
Year 8	59.9	22.6	11.5	3.5	2.6
Year 9	64.0	19.6	11.0	2.8	2.7
Year 10	56.3	25.0	12.1	2.7	3.9
Year 11	78.2	11.8	7.1	1.2	1.7
Year 12	79.9	13.6	4.4	1.1	1.0

Student Attendance

38. Increase the attendance rate to 90% or above.

Unfortunately, during the period of COVID our attendance has not achieved our targets due to both sicknesses etc. At the end of 2022 we reviewed our processes and have made several structural and process changes which included increased resourcing and the introduction of homerooms.

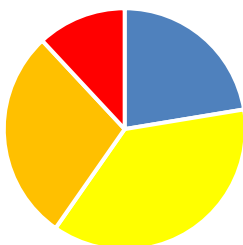
39. Increase the percentage of students achieving 'consistently' in attribute data in formal reporting across all learning areas.

Unfortunately, during the period of COVID our attendance has not achieved our targets due to both sicknesses etc. At the end of 2022 we reviewed our processes and have made several structural and process changes which included increased resourcing and the introduction of homerooms.

40. NSOS data indicates a level of engagement on the measurement scale at or above 4.0.

Parent and Staff responses indicate a measure of engagement at 3.7

Attendance Profile Semester 2
2022



	Attendance Category			
	Regular >90%	Indicated 80-90%	Moderate 60-80%	Severe 0-60%
2020	58.8%	25.0%	11.4%	4.8%
2021	41.0%	33.3%	18.0%	7.7%
2022	22.5%	37.5%	28.5%	12.0%
Like Schools 2022	35.6%	33.2%	21.0%	10.2%
WA Public Schools 2022	40.0%	29.0%	19.0%	12.0%

	Non – Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	88.5%	89.5%	89.2%	80.9%	77.5%	65.9%	87.4%	88.3%	87.3%
2021	84.0%	86.1%	86.5%	80.6%	71.1%	62.6%	86.7%	83.9%	84.4%
2022	78.9%	82.3%	83.0%	71.6%	68.8%	55.2%	78.6%	81.8%	80.4%

	Y07	708	Y09	Y10	Y11	Y12
2020	90%	88%	87%	85%	90%	90%
2021	88%	85%	83%	80%	85%	84%
2022	85%	79%	77%	75%	77%	79%
WA Public Schools 2022	85%	81%	79%	79%	81%	81%

Suspensions	2022
% of students suspended	9.2%
Change	2.6

Attendance Category	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12	
	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools	School	WA Public Schools
Regular	30%	49%	23%	40%	16%	37%	18%	35%	20%	41%	32%	38%
At Risk – Indicated	46%	29%	36%	29%	41%	29%	31%	29%	34%	28%	35%	30%
At Risk – Moderate	21%	15%	29%	18%	29%	20%	32%	20%	32%	18%	21%	21%
At Risk – Severe	3%	8%	11%	2%	14%	16%	18%	16%	14%	13%	12%	12%

Culturally Responsive College

41. Based on audit findings, the College will demonstrate progress along the continuum of performance descriptors for each dimension of the Aboriginal Cultural Standards Framework (ACSF).

The College is still at the beginning of its Culturally Responsive journey but has taken significant steps that will improve this space in years to come.

Seek Excellence in Positive School Culture and Wellbeing

Parents and Community

- 42.** 80% of parents engage in the use of Connect to monitor their child's progress.

Connect Content and Notices had over 12,000 parent views in Term 1. Connect carries a significant load of our school – parent and teacher – parent communication.

- 43.** NSOS student/staff/parent survey data indicates a level of satisfaction on the measurement scale at or above 4.0 regarding the strength of relationship with the local community.

NSOS data indicates a sound average of 3.6, but it is one of those aspects that the College aims to improve.

- 44.** All College Board members will have completed School Board Training.

Formal College Board training was conducted in 2020.

CBPLC and Networks

- 45.** Achieve all relevant targets according to CBPLC Business Plan 2021-2023.

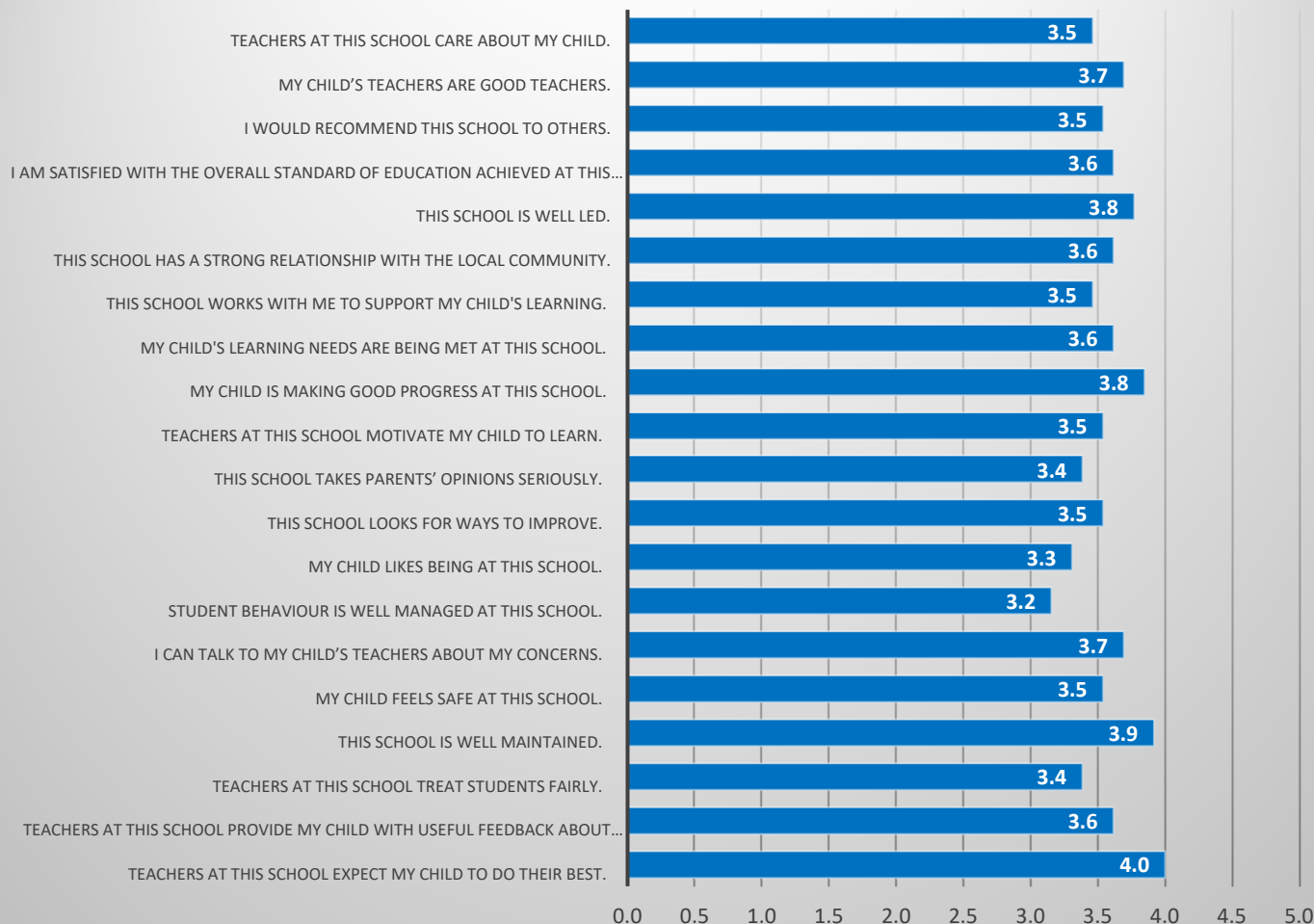
Many of the CBPLC activities have been placed on the back-burner during the two years of COVID 19 disruptions, as it became more and more difficult to meet.

Industry Partnerships

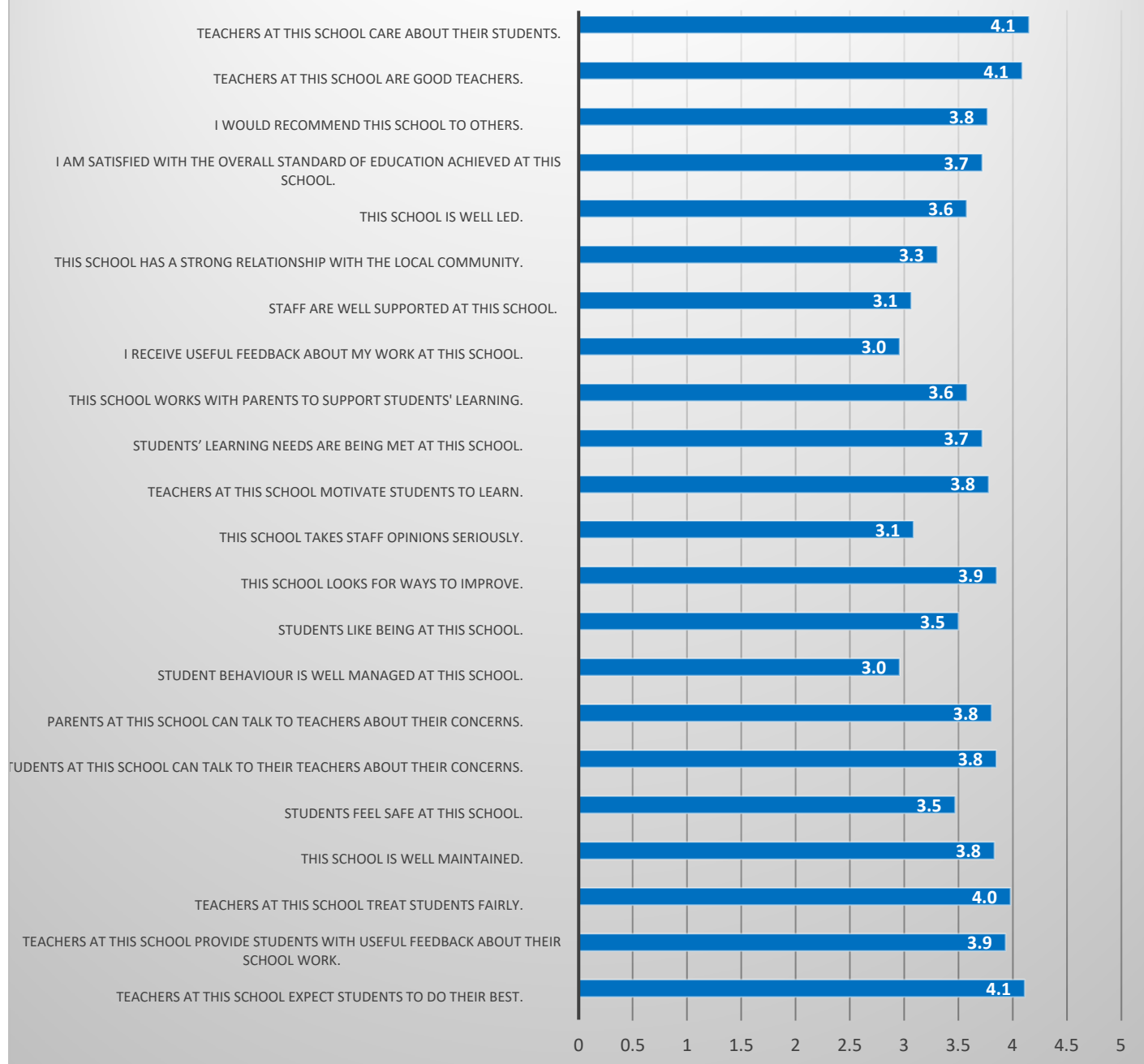
- 46.** Increase the number of formalised industry partnerships that value add to school-based programs.

Significant time and energy is invested into relationships with industry in Allied Defence Industries, Career Support venture and training, STEM related industries, and local Service Organisations.

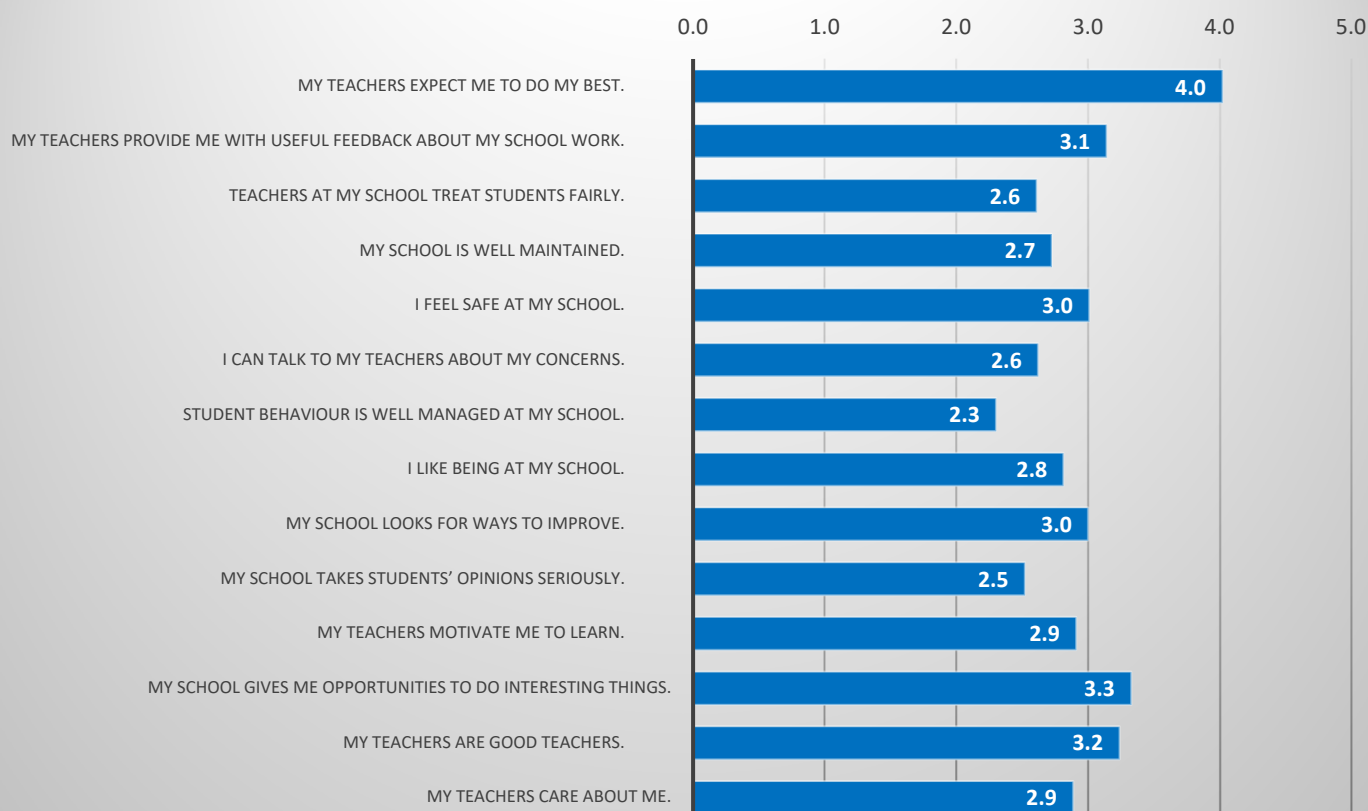
Parent Survey



Staff Survey



Student Survey



Vocational Education and Training

Below is an overview of the destinations and completions of our Vocational Pathway specific program (STEP) and internal and externally delivered Vocational qualifications. The number of students that took up apprenticeships in 2022 directly from the STEP program was 16 from a cohort of 43. The industry areas that these students went into are : Automotive, Building and Construction, Electrotechnology, Plumbing. Number of Certificate II/ III and IV Qualifications and number of students that completed these in 2022. These figures include qualifications delivered as Auspice arrangements within school and external delivery by private RTO's and TAFE.

	Enrolled	Achieved
Cert II	351	281
Cert III	85	74
Cert IV	41	37

Number of Auspice qualifications running at CBC and number of completions across these qualifications in 2022

Qualification	Enrolments	Completions
Certificate II in Workplace Skills	90	74
Certificate II Skills for Work and Vocational Pathways	44	43
Certificate II in Creative Industries	25	19
Certificate II in Music Industry	22	20
Certificate III in Music Industry	7	5
Certificate II in Sport and Recreation	38	29
Certificate II in Sport Coaching	56	36
Certificate III in Sport and Recreation	12	9

Gifted and Talented Selective Entrance Program

The Department of Education Gifted and Talented (GAT) Program exists to enable academically talented students to collaborate and interact with their intellectual peers at a higher level of intensity than would otherwise be possible in mainstream school. By offering students a variety of educational challenges and opportunities, the program provides a rigorous and diverse curriculum, which is tailored to the individual needs of each student. Participation in the Program is based on the results of state-wide testing coordinated by the Department of Education, which is offered to all gifted and talented education applicants.

As a designated GAT Program institution, Comet Bay College continually strives to enrich, extend and accelerate the learning of our most capable students. Curriculum differentiation is an especially important area of focus, and each of our Learning Area Plans is carefully designed to stimulate the enthusiasm that our students have for learning, by exposing them to higher-order thinking skills, real-world problems that require critical thinking and collaboration, and meaningful opportunities to apply their talents outside the classroom. GAT students at Comet Bay College are also encouraged to always ask questions, both to deepen their knowledge, and to help them create connections between the various elements in their learning experience.

ATAR Success

In 2022, Comet Bay College achieved a median ATAR of **87.5** in comparison to like schools who had a median ATAR of 74.2. 14 GAT students completed their WACE requirements through ATAR study. From this group the following results ensued.

ATAR Score	Number of GAT Students
98+	2
95+	5
90 - 95	3
85 – 90	2

The following 2022 SCSA Exhibitions and Awards were presented:

- *Subject Certificate of Excellence: ATAR English* (2 x Students)
- *Certificate of Distinction* (2 x Students)
- *Certificate of Merit* (8 x students)

Pastoral Care Program

In 2022, CBC initiated a GAT pastoral care program that is designed to meet the specialised health and wellbeing of students within the program. Students attend pastoral class 1 period per week for a tailor niche program to address the identified areas of need. We introduced iYarn, a survey tool that the GAT team use to track students regarding stress, social and emotional health and general wellbeing; allowing the team to be proactive with any student issues and assist them in developing the tools to manage and solve them. Students have reported a reduction in stress, workload and developed appropriate skills and strategies to support and encourage their wellbeing.

WA Schools Health Youth Innovation Challenge

Year 9 students were invited to present solutions to e-scooter safety to the East Metropolitan Health Services at Royal Perth Hospital in competition with 8 other schools where their prototype received a special mention. The team were invited as one of two schools to develop their design further and present it to the RAC, Department of Transport and the Road Safety Commission to workshop the issue of e-scooter injury and safety.

Duke of Edinburgh

GAT students in year 9 complete the the Duke of Edinburgh Award which requires participants to commit time to improving their community through service, show persistence to improve a personal skill, regularly perform physical exercise and complete an adventurous journey as a team that is both challenging and requires resilience to overcome.

The award gives participants confidence and an edge over others when applying for Tafe, university or a job. Beyond your academic achievements, universities want to see evidence of other skills that students have developed through extra-curricular activities, such as communication, commitment, leadership and teamwork. A DofE Award provides students with the opportunity to demonstrate this.

Awardees also report the experience boosting character traits like confidence and resilience, that can improve their mental health and wellbeing and help them face and overcome personal challenges. Within Comet Bay College we have seen past students show a significant increase in social belonging and leadership skills after partaking in the award.

Geography and History

Participation in the Australian Geography and History competition saw GAT students continue to receive outstanding results, including students selected to represent Western Australia.

Peer Excursions

GAT students attended incursions/ excursions in 2022 in mixed year groups and within their own cohort. Through a variety of events, students learnt to take safe risks, work in mixed year groups to complete challenges and support others, build unity and consolidate trust. The peer mentoring and problem solving provided students with access to other peers within the program and expand their network of support.

Teacher Development

Comet Bay College continues to build staff capacity to cater to the needs of Gifted and Talented students. Professional learning opportunities are designed to support student learning and outcomes, or sourced through reputable external consultants who drive the implementation of high quality, research-based policy and pedagogy.

SEN Reporting

Special Educational Needs Reporting was put in place in all Year 7-9 MESH classes in 2022. This is used to assess students against the curriculum as they are working on more complex concepts, content, and skills to provide more accurate and reliable assessment marks.



Australian Football Specialist Program

The Australian Football Specialist Program (AFSP) saw many achievements throughout 2022. Through the Program, students completed the Yr 8 / 9 WAFC Cup with distinction in the elite division working their way to the State-wide Grand Final - coming out on top with a convincing win to take out the State Title in an undefeated season.

In our Year 8/9 Dockers Cup Yr 8 / 9 girls group were also crowned State Champions after a convincing win over Mater Dai College!

Our Year 11 / 12 Group had an incredible season after winning the statewide WAFC Simply Energy Cup championship and being crowned state champions in 2021 falling short by a goal to be 2022 runners up. One student was selected in the WA AFL under 16's team, while two were selected in the WA AFL 18's. Three of our students were selected in WA State Schoolboys under 15's team and 301 students have now played Colts for Peel Thunder in the WAFL. In addition, 42 former students made their WAFL League Debut, whilst 4 former students have played a combined total of 260 AFL Matches.

In our Year 8/9 Dockers Cup Yr 8 / 9 girls group were also crowned State Champions after a convincing win over Mater Dai College!

Year 8 program students also took part in a pilot program in collaboration with the Fremantle Dockers, Purple Hands Foundation and Lifeline which involved educational experiences in elite football, nutrition, and mental wellbeing strategies.

Our Year 10 AFSP male and female students took part in the Tomorrow Man / Woman program designed to equip students with the skills to break the stereotypes around gender roles and to care for individual mental health.

Physical & Health Education

Students from the College competed in a range of Inter-school Competitions, including netball, swimming, basketball, volleyball, athletics, cricket and surfing with distinction.

The Year 7 – 9 REACH program continued to provide a comprehensive Health Education program in conjunction with the great working relationship with the Resilience Project emphasizing a student focus on Empathy, Mindfulness and Gratitude.

The Physical Education Department has continued to be instrumental in leading the College with Certificate II Classes in both Coaching and Sport & Recreation and Cert III in Sport. And Recreation, which has catered to over 7 classes of upper school students.



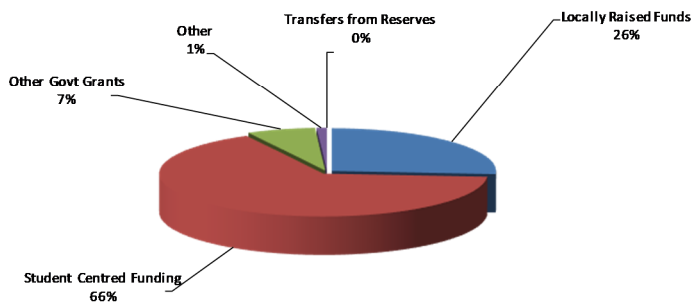
Comet Bay College

Financial Summary as at

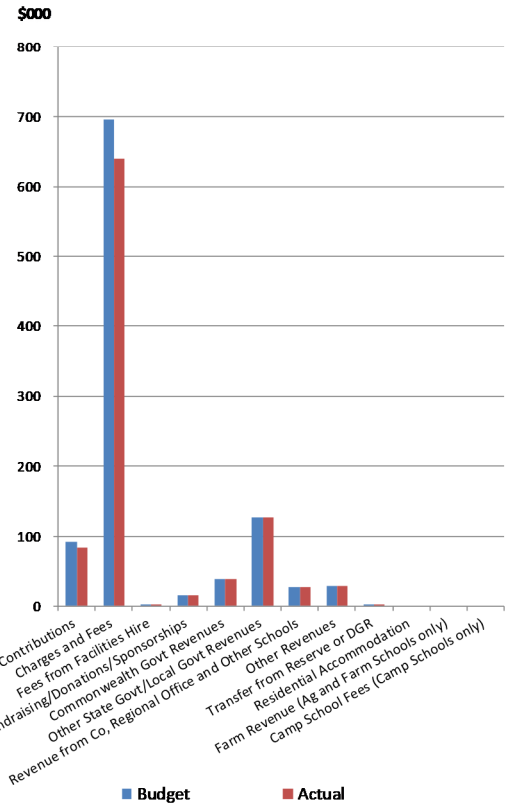
31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 92,102.00	\$ 84,472.18
2	Charges and Fees	\$ 696,180.00	\$ 639,563.11
3	Fees from Facilities Hire	\$ 277.00	\$ 227.27
4	Fundraising/Donations/Sponsorships	\$ 15,762.00	\$ 15,762.05
5	Commonwealth Govt Revenues	\$ 38,000.00	\$ 38,000.00
6	Other State Govt/Local Govt Revenues	\$ 127,116.00	\$ 127,116.27
7	Revenue from Co, Regional Office and Other Schools	\$ 26,236.08	\$ 26,236.08
8	Other Revenues	\$ 28,565.00	\$ 28,070.63
9	Transfer from Reserve or DGR	\$ 0.71	\$ 0.71
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 1,024,238.79	\$ 959,448.30
	Opening Balance	\$ 204,113.00	\$ 204,112.60
	Student Centred Funding	\$ 1,867,033.43	\$ 1,867,033.01
	Total Cash Funds Available	\$ 3,095,385.22	\$ 3,030,593.91
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 3,095,385.22	\$ 3,030,593.91

Actual Year to Date by funding sources

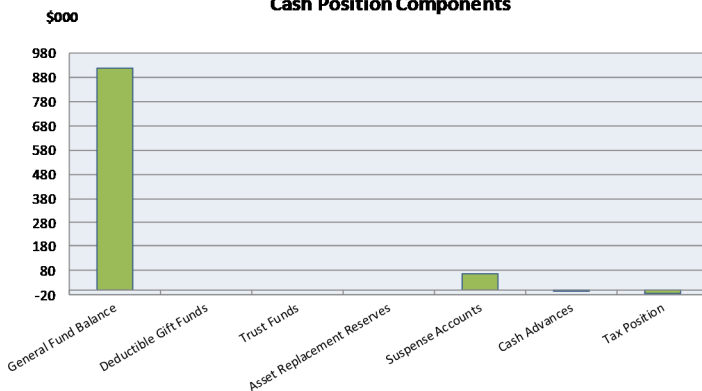


Locally Raised Revenue - Budget vs Actual

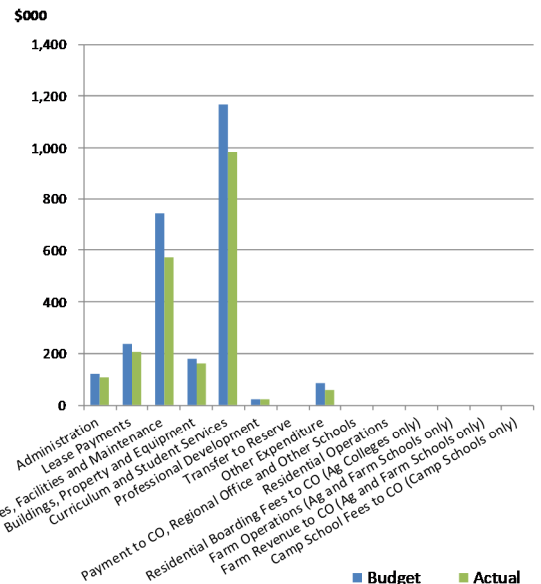


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 120,764.00	\$ 108,653.60
2	Lease Payments	\$ 238,654.25	\$ 204,249.82
3	Utilities, Facilities and Maintenance	\$ 745,010.00	\$ 571,637.80
4	Buildings, Property and Equipment	\$ 177,700.00	\$ 161,223.48
5	Curriculum and Student Services	\$ 1,166,579.54	\$ 984,320.04
6	Professional Development	\$ 23,520.00	\$ 22,955.98
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 84,666.00	\$ 58,904.86
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 2,556,893.79	\$ 2,111,945.58
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 2,556,893.79	\$ 2,111,945.58
	Cash Budget Variance	\$ 538,491.43	

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components

Bank Balance	\$ 968,656.92
Made up of:	
1 General Fund Balance	\$ 918,648.33
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ -
5 Suspense Accounts	\$ 65,409.59
6 Cash Advances	\$ (700.00)
7 Tax Position	\$ (14,701.00)
Total Bank Balance	\$ 968,656.92

